# 2017 A-F Letter Grade Accountability System: Traditional Schools Business Rules

Arizona Department of Education

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# Introduction

These business rules detail Arizona's 2017 A-F Traditional Schools Letter Grade Accountability System for educators, parents, and other stakeholders. The Arizona Department of Education's (ADE) mission is to serve Arizona's education community, ensuring every child has access to an excellent education. As a state, we are also committed to holding schools accountable to this goal using a fair accountability model that differentiates the performance of schools and Local Education Agencies (LEAs).

Using the A-F Letter Grade Accountability System, Arizona makes annual accountability determinations for schools and LEAs based on student academic outcomes, growth, acceleration readiness, graduation rate, and career and college readiness. The accountability system outlined here uses several metrics to measure student learning and growth in Arizona traditional public schools.

# Overview of the A-F Letter Grade Accountability System

As outlined by A.R.S. §15-241, the State Board of Education (SBE) determined the criteria for each school classification. The SBE created an A-F Accountability Ad Hoc Committee to develop an accountability system to recommend to the Board. The Ad Hoc Committee met 15 times, received public input, and worked closely with ADE's Accountability Advisory Group. ADE served as a liaison during this process providing impact data. On April 24th, 2017, the SBE adopted the framework for the traditional school model based on recommendations by the Committee. The following details the approved traditional school models.

The A-F Letter Grade accountability system includes the following:

1. Percentage of proficient students on the AzMERIT grade level or end of course assessment
2. Longitudinal indicators of relative student gain and growth towards proficiency/ maintenance of high proficiency.
3. EL language proficiency and growth
4. Graduation rate for high schools only
5. Indicators to measure students' ability to accelerate beyond elementary or high school students' readiness to succeed in a career or post-secondary enrollment.

## Data Inclusion Criteria

AzMERIT, MSAA, AIMS Science, AIMS A Science and AZELLA data were used in the letter grade calculation after validation against the statewide Arizona Education Data Standards (also known as AzEDS). Using the student's AZEDS identification as the unique identifier, integrity checks consider valid student enrollment and accurate student identification on test date relevant to the grade level and subject tested.

The following criteria outline specific details and descriptions of student data included in the calculation of the A-F Letter Grades for schools and LEAs.

Full Academic Year (FAY, also known as 1-year FAY) – Students were included in the proficiency, growth, and acceleration/readiness metrics of the A-F Letter Grade models if they were enrolled within the first ten days of the school's calendar year and continuously enrolled

until the first day of the spring testing window or test date for AzMERIT and MSAA. Students were included in the EL calculations if they were enrolled within the first ten days of the school's calendar year and continuously enrolled until the last day of the testing window or test date for AZELLA.

2-year FAY – Students who are FAY two consecutive years in a row (FY16, FY17) at the same school. 2-year FAY students are not included in 1-year FAY calculations.

3-year FAY – Students who are FAY three consecutive years in a row (FY15, FY16, FY17) at the same school. 3-year FAY students are not included in 2-year FAY and 1-year FAY calculations.

English Learner (EL) – Any student identified with an ELL need (e.g., with a less than proficient score on AZELLA in the current or prior fiscal year).

Special Education Student – Any student receiving special education services on October 1, 2016.

N-Size – the minimum number of students required in order for the indicator to be calculated and the school eligible to earn the points. The n-size for all indicators is 20 FAY students.

Current Year – refers to FY17

Prior Year – refers to FY16

The table below describes the grade-level and FAY requirements for each indicator of the A-F Letter Grade Accountability System.

| Indicator | Component | FAY | Grades | Cohort/Year (if applicable) |
|---|---|---|---|---|
| Proficiency | AzMERIT ELA and Math | ✓ | 3-8, EOC | |
| | AIMS, AIMS A Science | ✓ | 4, 8, 10 | |
| | MSAA | ✓ | 3-8, EOC | |
| Growth | Growth on AzMERIT ELA and Math | ✓ | 3-8, EOC | |
| EL | EL Proficiency and Growth | ✓ | ALL | |
| Acceleration/ Readiness | Grades 5-8 HS EOC Math | ✓ | 5-8 | |
| | Grade 3 ELA | ✓ | 3 | |
| | Chronic Absenteeism | | K-8 | |
| | Subgroup Improvement | ✓ | 3-8 | |
| | Special Education Inclusion | ✓ | K-8 | |
| Graduation Rate | 4-year Graduation rate | | 12 | Cohort 2016 |
| | 5-year Graduation rate | | 12 | Cohort 2015 |
| | 6-year Graduation rate | | 12 | Cohort 2014 |
| | 7-year Graduation rate | | 12 | Cohort 2013 |

| | | | | |
|---|---|---|---|---|
| **College and Career Readiness** | **Career and College Readiness Self-Report** | | 9-12 | 2017 graduates; Cohort 2016 and Cohort 2015 for the bonus point |

Regardless of a student's special education status, the accountability system uses all verified AZMERIT data from students enrolled the full academic year. For students who take the MSAA assessment and are enrolled the full academic year, these data are used in the percent proficient not the calculation of student growth percentiles.

Students with a performance level reported from the AZMERIT English Language Arts and Mathematics assessments, MSAA, and AIMS or AIMS A Science are utilized in particular calculations (detailed below). The department does not include AZMERIT, MSAA, AIMS or AIMS A Science test records for students where no answer items are selected and no scale score or performance level is assigned. The following table indicates the only valid performance levels on AZMERIT or MSAA at all grade levels and for all subjects.

| AzMERIT/MSAA Achievement Levels | AIMS/AIMS A Science Achievement Levels |
|---|---|
| Minimally Proficient | Falls Far Below |
| Partially Proficient | Approaches |
| Proficient | Meets |
| Highly Proficient | Exceeds |

## Data in the Growth Model

Valid student assessment results must meet four criteria for inclusion in the growth model:

1. Student enrollment generates ADM in any Arizona public school (i.e., tuition payer code equal to 1 or FTE greater than 0).

2. Student has a test record from the 2016-2017 school year.

3. Student also has a test record from the 2015-2016 school year in the same subject.

4. Each student test record assesses consecutive grades (i.e., 2015 Grade 4 ELA & 2016 Grade 5 ELA, etc.) for grades 4-8 and ELA end of course (EOC) tests. Math EOC SGP was modeled using the two most common trajectories (Algebra I, Geometry, Algebra II or Algebra I, Algebra II, Geometry). Students in grade 3 will not have a growth score as they do not have two consecutive test records.

Only FAY students contribute student growth percentile and student growth target data to the school's growth score calculation.

Only test records which can be matched to a valid student enrollment are included in the accountability system. Test records with unverifiable information such as missing AzEDS ID numbers are excluded. To

build the growth model, the ADE includes test records from students considered non-FAY at the time of testing. The growth model restricts the academic peer groups as much as possible to only students who are receiving a public education from an Arizona school that teaches grade level standards.

## Timeline & Appeals

The following is the timeline for traditional school letter grades (unless dates are modified by SBE at the June meeting):

- Preliminary static files will be in ADEConnect in mid-June
- All data other than College and Career Ready, must be submitted by July 14th at 5pm
- College and Career Ready points earned must be submitted by July 15th at 5pm
- SBE discussed cut score philosophy at June meeting
- SBE set cut scores at the September 25th meeting
- Week of September 25th letter grades issued for traditional K-8 and 9-12 schools subject to embargo
- October 9th – embargo lifted; letter grades publicly released

Appeals:

During the embargo period, the State Board of Education's A-F Appeals Committee will evaluate appeals to letter grades based on the following: 1) environmental issues or events; 2) adverse testing conditions; 3) a school or community emergency; 4) a school tragedy; or 5) other similar substantive events. The Committee will not evaluate appeals based on disputes regarding statistical computations or data within the control of the school.

Schools may request either an expedited appeal (document only review) or a non-expedited appeal (document review and appearance before the Committee). The Committee consists of three members of the Board which will evaluate each qualified appeal and submit a recommendation to the full Board based on the appeals rubric. A school's letter grade will not be published during the appeal but there will be a note indicating that the awarded letter grade is under review. For appeals that are approved, the Committee's recommendation will be used in the final letter grade. For appeals that are denied, the calculation using the original finalized data will determine the school's letter grade.

For more information on the policies and procedures of the appeals process, including on how to file an appeal, see Appendix or visit the State Board of Education's website at https://azsbe.az.gov/f-school-letter-grades.

## Point Scale

K-8 schools eligible for 80 or more of the 100 total points available will receive a letter grade, while 9-12 schools eligible for 50 or more of the 100 total points available will receive a letter grade. Due to the fact that schools can earn a different amount of points, cut scores for letter grades were established on percentages. Percentage Earned = Total Points Earned / Total Points Eligible. The cut scores were approved the SBE at the September 25th Board meeting. A standard deviation approach was utilized. This means that the mean and standard deviation for K-8 letter grade eligible schools and 9-12 letter grade eligible schools was found, separately. The standard deviation is then used to determine the cut score.

K-8 model: Mean = 74, Standard Deviation = 12

| K-8 Letter Grade | Percentage Earned | Standard Deviation |
|---|---|---|
| A | 86-100% | +2 |
| B | 74-85% | +1 |
| C | 62-73% | -1 |
| D | 50-61% | -2 |
| F | <50% | -3 |

9-12 model: Mean = 71, Standard Deviation = 15

| 9-12 Letter Grade | Percentage Earned | Standard Deviation |
|---|---|---|
| A | 86-100% | +2 |
| B | 71-85% | +1 |
| C | 56-70% | -1 |
| D | 41-55% | -2 |
| F | <41% | -3 |

In the past schools earning a D letter grade three consecutive years in a row would be labeled as an F school. Due to the new assessment and accountability system, prior letter grades will not be factored into this year's system. All schools will begin fresh with a letter grade.

Note that the models are for traditional schools only; LEA letter grades will not be awarded this year. K-2 and K-3 schools will be labeled NR (Not Rated) this year as there is no available data.

# 2017 A-F Traditional School Letter Grade Models

Two distinct traditional school models compose Arizona's 2017 A-F Letter Grade Accountability System. Each model aims to fairly and accurately depict a school's accountability determination in a manner which complies with state statute, State Board Rule, as well as other accountability requirements. The 2017 letter grades for traditional high schools and elementary schools differed in the indicators used to arrive at the total points possible.

Schools that serve grades K through 8 will be evaluated on the K-8 model, while schools that serve grades 9-12 will be evaluated on the 9-12 model. Non-typical traditional school configurations will be evaluated accordingly:

- If a school has one grade that crosses over the grade categories (i.e., K-9, 8-12), then the method used for the majority of grades will be applied to all grades.
- If a school has several K-8 and 9-12 grades, both calculations will be computed using the appropriate grade levels. Both calculations will be shared publically for the 2017 year. This method will be reexamined for future years.
- If a school does not have all K-8 (i.e., K-6) or 9-12 (i.e., 10-12) grades but enough enrollment to calculate points, then the typical method for those grades is applied.
- Small schools, fewer than 20 FAY students, or schools not eligible for 80 of the total 100 points will be Not Rated this year. An appropriate method for calculating next year's letter grades will be developed.

## N-size

Both traditional school models require schools to have 20 FAY students in each indicator to be eligible to earn the points. Exceptions to this rule are: K-8 Acceleration/Readiness Grades 5-8 HS EOC metric, graduation rate which requires 20 students (FAY and non-FAY in the 4-year cohort), and CCRI which requires 20 graduates in the current year. Schools that do not meet the minimum n-size of 20 FAY students cannot earn points for that indicator.

## RALEPS

Recently Arrived Limited English Proficient (RALEP) students are excluded from proficiency calculations for ELA only. This applies to both the K-8 and 9-12 traditional school models.

## K-8 Model

| Weight | Indicators |
|---|---|
| 30% | Proficiency, Statewide Assessment |
| 50% | Growth, Statewide Assessment |
| 10% | Proficiency and Growth, English Language Learners |
| 10% | Acceleration / Readiness Measures |

The K-8 model is based on a scale of 0-100 points for schools that have all available indicators; the scale is adjusted for those indicators that don't meet the n-size. All indicators must have a minimum of 20 FAY students to count, excluding the grades 5-8 HS EOC metric in the Acceleration/Readiness indicator. All indicators are capped at the total percent possible.

### Proficiency

Proficiency results are worth 30% of a K-8 school's letter grade. The 2017 AzMERIT or MSAA ELA, Math and AIMS or AIMS A Science scores are utilized for grades 3-8 FAY students. If a student took the same assessment twice, the higher score is utilized. Grades 5-8 students who took HS EOC ELA or Math and the grade-level assessment, the HS EOC assessment will be utilized for proficiency calculations. Invalid test records count as not tested. Proficiency points are capped at 30. The achievement levels are weighted such that students scoring highly proficient earn the most points (see below).

| Achievement Level | Point Value |
|---|---|
| Minimally Proficient/Falls Far Below | 0 |
| Partially Proficient/ Approaches | 0.6 |
| Proficient/Meets | 1.0 |
| Highly Proficient/Exceeds | 1.3 |

The following formula is used for the proficiency calculations:

**Percent Proficient**

= 100 x (((No. of FAY students partially proficient on AzMERIT or MSAA ELA + No. of FAY students partially proficient AzMERIT or MSAA Math + No. of FAY students approaching AIMS or AIMS A Science) x .6) + (No. of FAY students proficient on AzMERIT or MSAA ELA + No. of FAY students proficient on AzMERIT or MSAA Math + No. of FAY students meeting on AIMS or AIMS A Science) x 1.0) + (No. of FAY students highly proficient on AzMERIT or MSAA ELA + No. of FAY students highly proficient on AzMERIT or MSAA Math + No. of FAY students exceeding on AIMS or AIMS A Science) x 1.3))

(No. of FAY students tested on AzMERIT or MSAA ELA + No. of FAY students tested on AzMERIT or MSAA Math + No. of FAY students tested on AIMS or AIMS A Science)

K-8 proficiency is calculated two ways: using a stability model and then all FAY students (1-, 2-, and 3-year). The higher of the two proficiency point totals will be used for letter grade calculations.

Stability model: This model weights student scores higher for students that have been at the same school for multiple years, and where the school has had the greatest opportunity to have the most impact, (see Table below for more detail). New schools or schools that only have one or two years of proficiency will be weighted accordingly. Schools must have a minimum of 20 FAY students for each year. If the minimum is not met, those students are added to the next year. For example, if a school has 12 3-year FAY students, 25 2-year FAY, and 20 1-year FAY students the 3-year and 2-year FAY group is merged as the minimum is not met for the 3-year. This would give the school 37 2-year FAY students and 20 1-year FAY.

| | **Max Proficiency Weights** | | |
|---|---|---|---|
| **Years of Data** | 3 years of FAY | 2 Years of FAY | 1 Year of FAY |
| 3 Years | 15 | 10 | 5 |
| 2 Years (Example: only serves Grade 7-8) | | 18 | 12 |
| 1 Year (Example: New School) | | | 30 |

The percent proficient for each year of FAY for which a school is eligible is then weighted accordingly using the table above to determine points earned.

All FAY students: All FAY students are used in the proficiency calculation and are weighted equally using the above formula.

There is no 95% test requirement this year. It will be added into the models next year. ADE will report 95% tested along with final letter grades when they are posted in ADEConnect. The formula used is:

**Grades 3-8 Percent Tested** =

$$\frac{.50\ (\text{Number of students tested in ELA} + \text{Number of students tested in Math})}{.50\ (\text{Number of students enrolled on ELA test date} + \text{Number of students enrolled on Math test date})}$$

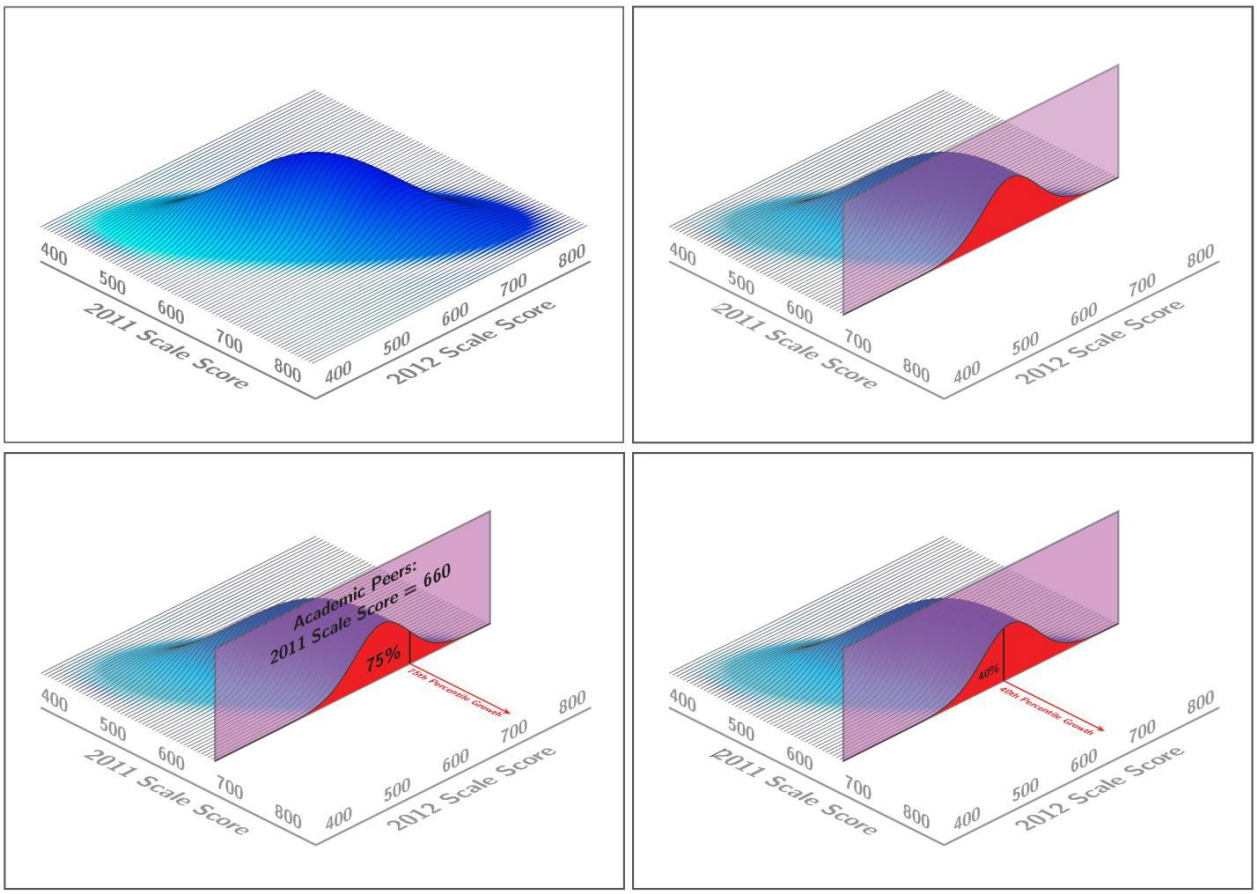
## Growth Model

The purpose of the growth indicator is to recognize the academic growth a student has made in the past year, even if he/she has not yet reached grade-level proficiency. State statute mandates that the selected growth model measures even the lowest achieving students and the extent to which they grow academically from one year to the next. In May, 2017 the State Board of Education approved the inclusion of Student Growth Target (SGTs) in the model as well.

Growth results are worth 50% of a K-8 school's letter grade. Schools must have a minimum of 20 FAY students with an SGP and SGT in each subject, ELA and Math, to be eligible for growth points. Thus, SGP for ELA is worth 12.5%, SGP for Math is worth 12.5%, SGT for ELA is worth 12.5%, and SGT for Math is worth 12.5%. Math growth points (SGP + SGT) are capped at 25 and ELA points (SGP + SGT) are capped at 25, thus making growth points capped at 50.

## SGP

An SGP describes how a "typical" student's current-year test score is compared with the current-year test scores of those students with the exact same prior test scores—his/her academic peers. In this sense, an SGP is a "norm-referenced quantification" (Betebenner, 2011, p. 3) of student academic growth. Comparison with academic peers is accomplished by employing quantile regression that relates the prior scores of each grade by subject cohort with their current-year scores. Each student is compared to his/her actual and conceptual academic peers. An SGP of 40 means that the student grew more than 40% of his academic peers in a year. In the event a student is without actual academic peers based on their individual data, the individual student is compared to his/her "conceptual" academic peers only. The use of this particular type of normed growth measure ensures that very low and/or high performing students can receive high growth scores relative to their peers with the same academic achievement history. The growth model includes only academic achievement data; Arizona's growth model does not control for student demographic information or subgroup membership.



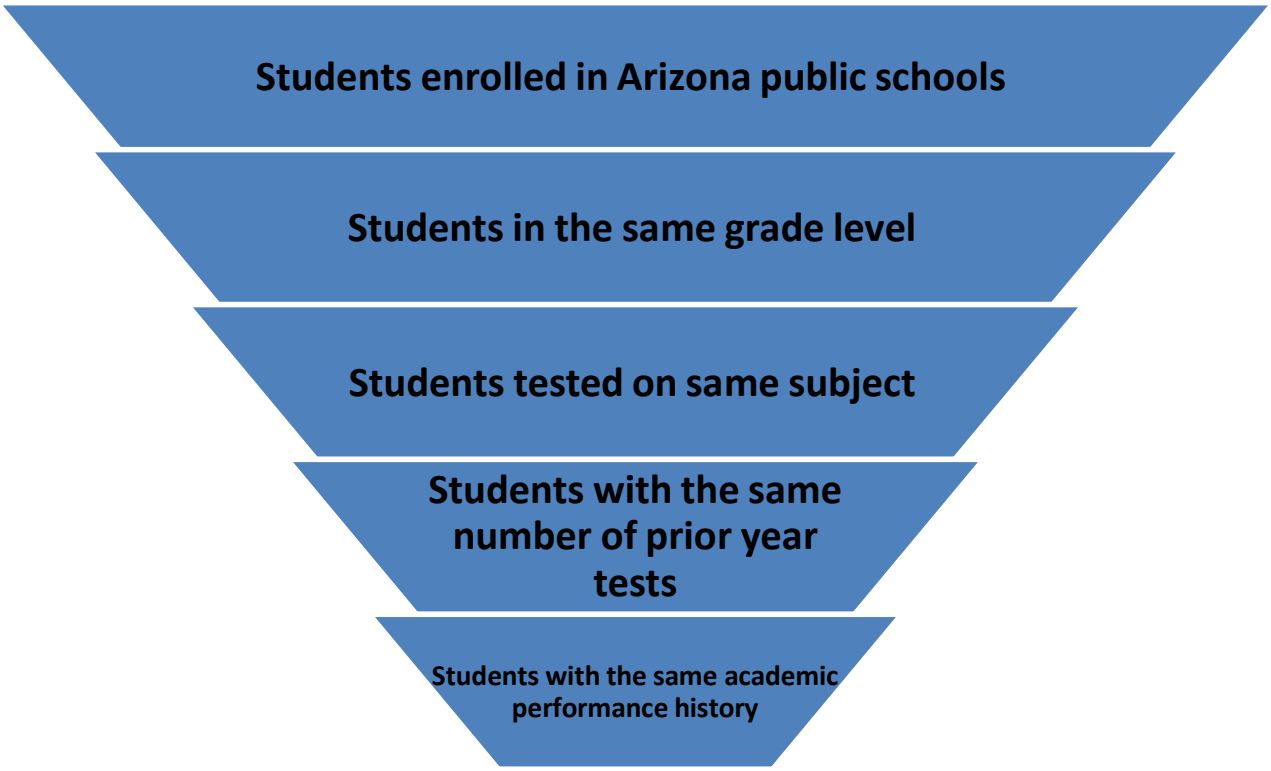

*Conceptual illustration of the current year growth percentile based on prior and current year test*

*performance (Betebenner, 2011)*

In 2017, the AZMERIT Grades 3-12 scale scores from 2016 and 2017 will be used to calculate growth for Grades 4-12. Grade 3 is the first grade Arizona students are given a statewide standardized assessment; therefore; Grade 4 is the first possible opportunity to assess growth for a student. Students must have scores for both 2016 and 2017 and for two consecutive grade levels in order to receive an SGP.

The growth of all FAY students based on prior year scores comprises the school's growth calculations. Every FAY student for whom a student growth percentile (SGP) can be determined is considered in the growth of all students at a school. Students who retake the same grade level AZMERIT assessment for two consecutive years are not assigned a growth score. The growth model does not compute an SGP for any student who is missing a prior year assessment (AZMERIT) even if a student has other test history; an assessment for the year prior is required.

When available, up to three years of test history were used in the determination of a student's current year SGP. The number of years was reduced from five years after considerable research indicated diminished returns by including more than three years and more than two assessment types. If the student assesses anywhere in the state using their unique AZEDS identification number, these assessments can be linked longitudinally regardless of a new school of attendance. The growth model begins with all Arizona public school students, but academic peer groups are refined based on grade level, subject, and test history. Test history refers to the number of tests or data points available for each student as well as a comparison of scale scores – not performance levels.



To receive an SGP in English Language Arts, a student has to take the test appropriate for the grade he is enrolled in. For example, a student in Grade 5 has to take the ELA Grade 5 test to receive an SGP. For Mathematics, a student in Grades 3-7 has to take the test appropriate for the grade he was enrolled in. A student in Grade 8 could take either the Mathematics Grade 8 test or any of the high school end-of-course tests or both; if the student has a grade-level assessment and a high school end-of-course test both tests are counted. A student in high school has to take any of the high school end-of-course tests in order to receive an SGP. Students who take the same test for two consecutive years are not assigned an SGP.

Only the SGPs of FAY students comprise the school's growth score. A categorical evaluation of school growth is used to obtain the growth score of all students in a school. In order to do this, the SGPs of FAY students are classified into three levels ranging from low to high:

| |
|---|
| L= Low (SGP 1-33) |
| A= Average (SGP 34-66) |
| H= High (SGP 67-99) |

Then the percentage of students at the school level, using all grades, is calculated separately for each subject (English Language Arts and Mathematics) and for each of the categorical growth bands defined by the students' prior-year achievement level and current-year SGP growth level. The percentages are then weighted differently in the following ways:

| Current-Year Student Growth Percentile | | | |
|---|---|---|---|
| Prior-Year Achievement Level | Weights | | |
| Highly Proficient (HP) | 0 | 0.50 | 1.00 |
| Proficient (P) | 0 | 0.70 | 1.20 |
| Partially Proficient (PP) | 0 | 0.90 | 1.80 |
| Minimally Proficient (MP) | 0 | 1.00 | 2.00 |
| | 1-33 | 34-66 | 67-99 |
| | Low Growth | Average Growth | High Growth |

The formula for the overall score of a school for each subject is:

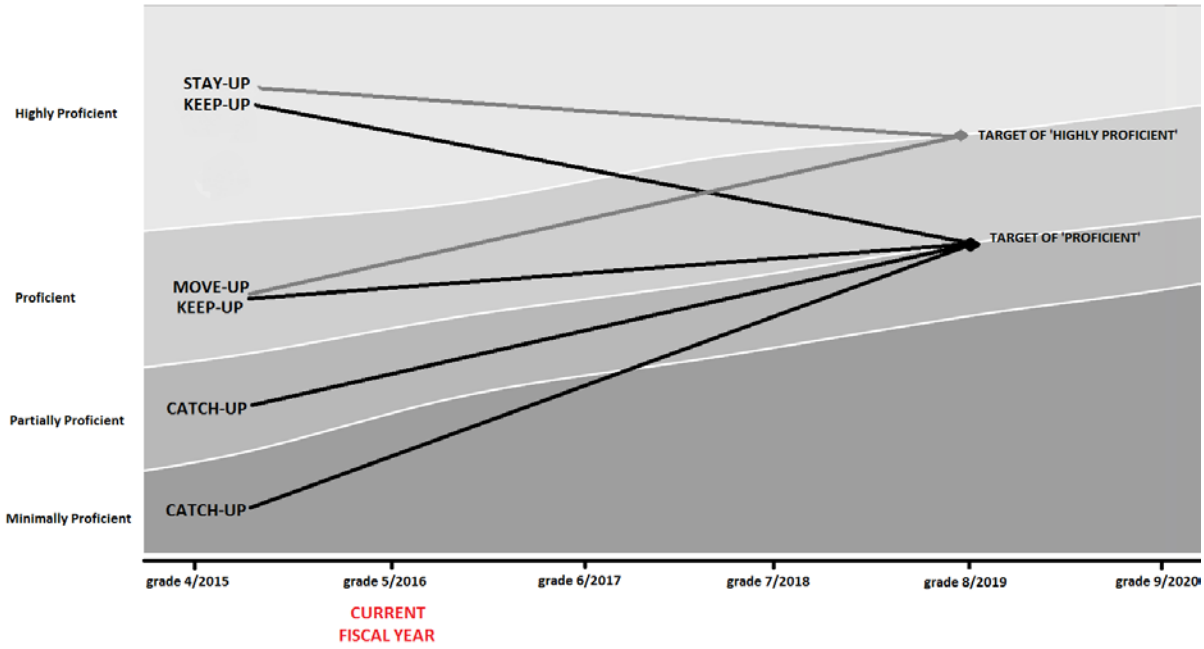
**The SGP points of a school for each subject** = ((Percentage of prior year MP students who are current year FAY and made high growth x 2.00) + (Percentage of prior year PP students who are current year FAY and made high growth x 1.80) + (Percentage of prior year P students who are current year FAY and made high growth x 1.20) + (Percentage of prior year HP students who are current year FAY and made high growth x 1.00) + (Percentage of prior year MP students who are current year FAY and made average growth x 1.00) + (Percentage of prior year PP students who are current year FAY and made average growth x 0.90) + (Percentage of prior year P students who are current year FAY and made average growth x 0.70) + (Percentage of prior year HP students who are current year FAY and made average growth x 0.50))

## SGT

Although the student growth percentile is a useful tool for summarizing where a student stands compared to their academic peers, no appeal is made to how much growth they must demonstrate in relation to a standard of achievement. A student's performance on the AZMERIT is categorically represented by one of the following: minimally proficient, partially proficient, proficient, and highly proficient. A few key questions then arise about a particular student's growth given his performance status:

1) Is the growth demonstrated by the student sufficient for him to be on track towards proficiency in the future if he is currently non-proficient?
2) Is the growth demonstrated by the student sufficient for him to remain proficient in the future if he is currently proficient?
3) Is the growth demonstrated by the student sufficient for him to be on track towards being highly proficient in the future if he is currently proficient?
4) Is the growth demonstrated by the student sufficient for him to remain highly proficient in the future if he is currently highly proficient?

To answer these questions, we compare a student's growth percentile with his growth target. A student growth target (SGT) is the minimum growth a student ought to exhibit in the year in order to achieve a future target. A SGT is determined by a pre-established future achievement target, a time-frame to reach the target, and the performance level of the student in the prior year. The graphic below displays how the SGTs are determined.




There are two pre-established targets: 'Proficient' and 'Highly Proficient'. The time frame to reach the targets is determined arbitrarily as within (or across) the next three years beyond the current year or by high school graduation, whichever comes first. The four categorical performance levels are shown on

the vertical axis, and the grades/years are shown along the horizontal axis.

Students who were at the 'Minimally Proficient' performance level and the 'Partially Proficient' performance level in the prior year are labeled as 'Catch-Up' students. Among these non-proficient students, it is of key importance for them to catch up with the 'Proficient' target. Their SGTs are therefore the minimum growth they have to demonstrate from the prior year to the current year in order to be on track to reach the target of 'Proficient' within the next three years.

Students who fell into the 'Proficient' or 'Highly Proficient' performance levels in the prior year are labeled as "Keep-Up" students and their first SGT is the minimum growth they have to demonstrate from the prior year to the current year in order to remain above the target of 'Proficient' across the next three years. Students who were proficient in the prior year are also subject to the second target of 'Highly Proficient'. For the students who were currently proficient, the second SGT is the minimum growth they have to demonstrate in order to move up to the 'Highly Proficient' level within the next three years. They are also labeled as "Move-Up" students. For the students who were currently highly proficient, the second SGT is the minimum growth they have to demonstrate in order to remain at the highest performance level across the next three years. They are also labeled as "Stay-Up" students.

For SGT calculations detailed below, all students were held to a proficient target (i.e., 'Catch-Up' or 'Keep-Up').

In order to know if a student met his/her target, we must compare the student's actual growth (SGP) to the student's target (SGT). Generally speaking, a student is deemed as on-track to reach the target in the time frame if his SGP is equal to or greater than his SGT. In contrast, a student is deemed as not being on-track if his SGP is less than his SGT. For the A-F calculations, three categories (see visual below) were created by comparing SGP to SGT as opposed to the two just noted to allow students more opportunities for growth points. Students who surpassed their target by more than 10 percentile points were categorized as "exceeds target." For example, if a student had an SGP of 70 and an SGT of 50 this student grew 20 percentile points more than was needed in the current year to be on track to proficiency. Students who within plus or minus 10 percentile points were categorized as "at or near target" (e.g., an SGP of 35 with an SGT of 45, an SGP of 35 with an SGT of 25, etc.). Students who were below their target by 10 or more percentile points were categorized as "below target" (e.g., an SGP of 50 with an SGT of 62).

| | |
|---|---|
| SGP is < SGT by more than 10 percentile points | Below Target |
| SGP is within + or – 10 percentile points of SGT | At or Near Target |
| SGP is > SGT by more than 10 percentile points | Exceeds Target |

To evaluate a school's status in keeping its students on track towards being proficient or highly proficient, the state utilizes only four of the six student growth targets outlined above, the SGT (or the sufficient growth) for minimally proficient students to be on track to proficiency, the SGT (or the sufficient growth) for partially proficient students to be on track to proficiency, the SGT (or the sufficient growth) for proficient students to be on track to remain proficient, the SGT (or the sufficient growth) for highly proficient students to be on track to remain proficient. The percentage of FAY students in each

category is calculated at the school level across all grades but separately for each subject (English Language Arts and Mathematics). These percentages are weighted differently in the following ways:

| Current-Year Student Growth Target | | | |
|---|---|---|---|
| Prior-Year Achievement Level | Weights | | |
| Highly Proficient (HP) | 0 | 0.50 | 1.00 |
| Proficient (P) | 0 | 0.70 | 1.20 |
| Partially Proficient (PP) | 0 | 0.90 | 1.80 |
| Minimally Proficient (MP) | 0 | 1.00 | 2.00 |
| | <10 percentile points of target | +/- 10 percentile points of target | >10 percentile points of target |
| | Below Target | At or Near Target | Exceeds Target |

**The SGT score of a school for each subject** = ((Percentage of prior year MP students who are current year FAY and exceeded the target x 2.00) + (Percentage of prior year PP students who are current year FAY and exceeded the target x 1.80) + (Percentage of prior year P students who are current year FAY and exceeded the target x 1.20) + (Percentage of prior year HP students who are current year FAY and exceeded the target x 1.00) + (Percentage of prior year MP students who are current year FAY and are at or near the target x 1.00) +(Percentage of prior year PP students who are current year FAY and are at or near the target x 0.90) + (Percentage of prior year P students who are current year FAY and are at or near the target x 0.70) + (Percentage of prior year HP students who are current year FAY and are at or near the target x 0.50))

**Total Growth Points** = (SGP ELA x 12.5%) + (SGP Math x 12.5%) + (SGT ELA x 12.5%) + (SGT Math x 12.5%)
[ max 25 points ] + [ max 25 points ]

## EL Proficiency and Growth

English Learner proficiency and growth is worth 10% of a K-8 school's letter grade. Schools must have a minimum of 20 FAY EL students to be eligible for the points. EL proficiency is worth 5% and EL growth is worth 5%.

EL calculations include students in grades K-8 with an ELL need (e.g., with a less than proficient score on AZELLA in the current or prior fiscal year), including recent arrivals. EL students must also be FAY on AZELLA. In order to be included in the EL growth calculations, two test records are required. Invalid test records count as not tested. Schools with less than 20 FAY EL students are not eligible for these points. There is no 95% test requirement this year.

EL proficiency calculates the proficiency percentage of EL students. The following formula is used.

**EL Proficiency Percentage =** 100 x (No. of FAY students proficient on AZELLA)

(No. of FAY students tested with an EL need, including parent withdrawals, who had a valid current year AZELLA proficiency level)

To earn proficiency points, the school's EL proficiency percentage is compared to the State's current year proficiency percentage.

**EL Statewide Current Year Percent Proficient =** 100 x (No. of current year FAY students proficient on AZELLA)

(No. of FAY current year students tested with an ELL need, including parent withdrawals, who had a valid prior year AZELLA proficiency level)

Up to 5 points are awarded for proficiency using the following system:

- If a school's EL Proficiency is greater than or equal to the EL Statewide Current Year Percent Proficient = 5 points
- If a school's EL Proficiency standard deviation compared to the EL Statewide Current Year Percent Proficient is between -0.01 and -0.50 = 4 points
- If a school's EL Proficiency standard deviation compared to the EL Statewide Current Year Percent Proficient is between -0.51 and -1.00 = 3 points
- If a school's EL Proficiency standard deviation compared to the EL Statewide Current Year Percent Proficient is between -1.01 and -2.00 = 2 points
- If a school's EL Proficiency standard deviation compared to the EL Statewide Current Year Percent Proficient is between -2.01 and -4.00 = 1 point
- If a school's EL Proficiency is 0% = 0 points

EL growth calculates the growth percentage of EL students using their current year compared to prior year AZELLA results. The table below shows how many points each level of growth is worth.

| Prior Year Achievement Level | Current Year Achievement Level | Point Value |
|---|---|---|
| Basic/Intermediate | Intermediate | 1 |
| Pre-Emergent/Emergent | Basic | |
| Basic | Intermediate | |
| Intermediate | Proficient | |
| Pre-Emergent/Emergent | Intermediate | 2 |
| Basic/Intermediate | Proficient | |
| Basic | Proficient | |
| Pre-Emergent/Emergent | Proficient | 3 |

The following formula is used to calculate growth:

**EL Growth =** 100 x ((No. of FAY students who increased one proficiency level x 1.0) + (No. of FAY students who increased two proficiency levels x 2.0) + (No. of FAY students who increased three proficiency levels x 3.0))

_____

(No. of FAY students tested with an EL need, including parent withdrawals with a valid current and prior year AZELLA proficiency level)

To earn growth points, the school's EL growth percentage is compared to the State's current year growth percentage.

**EL Statewide Current Year Growth Percent =** 100 x ((No. of current year FAY students who increased one proficiency level x 1.0) + (No. of current year FAY students who increased two proficiency levels x 2.0) + (No. of current year FAY students who increased three proficiency levels x 3.0))

_____

(No. of FAY students tested with an EL need, including parent withdrawals with a valid current and prior year AZELLA proficiency level)

Up to 5 points are awarded for growth using the following system:

- If a school's EL Growth is greater than or equal to the EL Statewide Current Year Percent Growth = 5 points
- If a school's EL Growth standard deviation compared to the EL Statewide Current Year Percent Growth is between -0.01 and -0.50 = 4 points
- If a school's EL Growth standard deviation compared to the EL Statewide Current Year Percent Growth is between -0.51 and -1.00 = 3 points
- If a school's EL Growth standard deviation compared to the EL Statewide Current Year Percent Growth is between -1.01 and -2.00 = 2 points
- If a school's EL Growth standard deviation compared to the EL Statewide Current Year Percent Growth is between -2.01 and -4.00 = 1 point
- If a school's EL growth is 0% = 0 points

## Acceleration/Readiness

The acceleration/readiness indicator is worth 10% of a K-8 school's letter grade. Not all schools are eligible for each metric. New schools are ineligible for acceleration/readiness points and will only be evaluated on proficiency, growth, and ELL points, where applicable. Acceleration/Readiness points are capped at 10. The following will be utilized in the Acceleration/Readiness indicator to determine eligibility and points:

| Metric | N-size of 20 or more FAY students to be eligible | Points Available to Earn |
|---|---|---|
| **Grades 5, 6, 7, 8 HS EOC Math** | | 5 |
| **Grade 3 ELA Minimally Proficient** | ✓ | 5 |
| **Chronic Absenteeism** | ✓ | 2 |
| **Subgroup Improvement** | ✓<br>By subgroup | 2 points per subgroup up to 6 points total |
| **Special Education Inclusion** | ✓ | 2 |

## Grades 5-8 HS EOC Math Increase

The intent of this metric is for schools to annually increase their percent proficient of grades 5-8 students taking HS EOC math. The Grades 5-8 HS EOC Math calculations include any FAY student in Grade 5, 6, 7, and 8 that takes a HS EOC Math AzMERIT assessment – Algebra 1, Geometry, Algebra 2. There is no minimum n-size applied to this metric. Schools can earn five points three different ways:

1. Increasing the percentage of students who take the test and pass HS EOC math
2. Maintaining a current and prior year percentage of 100%
3. The current year Grade 8 percent proficient is greater than 25%

The following formulas are used to calculate proficiency percentages for current year, prior year, and Grade 8 only students. The same weighting system used in proficiency calculations is applied to these calculations.

**Grades 5, 6, 7, and 8 HS EOC Math School Level**

**Current Year Proficiency Percentage** = 100 * (The number of current year Grades 5, 6, 7, and 8 FAY students that are proficient or highly proficient on AzMERIT HS EOC Math)

_____

(Total current year FAY enrollment for Grades 5, 6, 7, 8)

**Grades 5, 6, 7, and 8 HS EOC Math School Level**

**Prior Year Proficiency Percentage** = 100 * (The number of prior year Grades 5, 6, 7, and 8 FAY students that are proficient or highly proficient on AzMERIT HS EOC Math)

_____

(Total current year FAY enrollment for Grades 5, 6, 7, 8)

**Grade 5, 6, 7, and 8 HS EOC Math Percent Proficient Increase** = (Grades 5, 6, 7, 8 Current Year Proficiency Percentage - Grades 5, 6, 7, 8 Prior Year Proficiency Percentage)

**Grade 8 HS EOC Math School Level**

**Current Year Proficiency Percentage** = 100 * (The number of current year Grade 8 FAY students that are proficient or highly proficient on AzMERIT HS EOC Math) / (Total current year FAY enrollment for Grade 8)

The following details how points are earned. These are all or nothing points.

**Grades 5-8 HS EOC Math Points (0 or 5 points)**

- A school's current year percentage of students who take the test and pass HS EOC math is greater than the school's prior year percentage of students who take the test and pass HS EOC math = 5 points
- A school's current year and prior year percentage of students who take the test and pass HS EOC math equals 100 = 5 points
- A school's current year Grade 8 percentage of students who take the test and pass HS EOC math is greater than 25% = 5 points
- A school's current year percentage of students who take the test and pass HS EOC math is less than or equal to the school's prior year percentage of students who take the test and pass HS EOC math AND a school's current year Grade 8 percentage of students who take the test and pass HS EOC math is less than 25% = 0 points

## Grade 3 ELA Reduction in FAY Minimally Proficient

The intent of this metric is to reduce the percentage of grade 3 students who are minimally proficient on AzMERIT ELA from prior year to current year. To be eligible for these points, a school must meet the minimum n-size of 20 FAY students. Schools can earn five points two different ways:

1. Decreasing the school's prior year percent minimally proficient
2. Maintaining a current and prior year percentage of 0%

Below are the formulas used to calculate the percentages:

**Grade 3 ELA Current Year**

**Minimally Proficient Percentage** = 100 * (The number of current year Grade 3 ELA FAY students who were minimally proficient) / (Total current year Grade 3 ELA FAY students with a valid test score)

**Grade 3 ELA Prior Year**

**Minimally Proficient Percentage** = 100 * (The number of prior year Grade 3 ELA FAY students who were minimally proficient) / (Total prior year Grade 3 ELA FAY students with a valid test

score)

**Grade 3 ELA Reduction in FAY Minimally Proficient** = (Grade 3 ELA Current Year Minimally Proficient Percentage - Grade 3 ELA Prior Year Minimally Proficient Percentage)

The following details how points are earned. These are all or nothing points.

**Grades 3 ELA Reduction Points (0 or 5 points)**

- A school's current year minimally proficient percentage is less than the school's prior year minimally proficient percentage = 5 points
- A school's current year and prior year minimally proficient percentage equals 0 = 5 points
- A school's current year minimally proficient percentage is greater than the school's prior year minimally proficient percentage = 0 points

## Reduction in Chronic Absenteeism

The intent of this metric is to reduce the school's chronic absenteeism percentage from prior year to current year. This calculation includes grades K-8 students. To be eligible for these points, a school must meet the minimum n-size of 20 FAY students. Schools can earn two points two different ways:

1. Decreasing the school's prior year chronic absenteeism percentage
2. Maintaining a current and prior year percentage of 0%

Below are the formulas used to calculate the percentages:

**Current Year Chronic Absenteeism Percentage** = 100 * (The number of current year students who have greater than 10% absences)

_____

(The number of current year students)

**Prior Year Chronic Absenteeism Percentage** = 100 * (The number of prior year students who have greater than 10% absences)

_____

(The number of prior year students)

**Chronic Absenteeism Reduction** = (Current Year Chronic Absenteeism Percentage - Prior Year Chronic Absenteeism Percentage)

The following details how points are earned. These are all or nothing points.

**Reduction in Chronic Absenteeism Points (0 or 2 points)**

- A school's current year chronic absenteeism percentage is less than the school's prior year chronic absenteeism percentage = 2 points
- A school's current year and prior year chronic absenteeism percentage equals 0 = 2 points
- A school's current year chronic absenteeism percentage is greater than or equal to the school's prior year chronic absenteeism percentage AND a school's current year and prior year chronic absenteeism percentage does not equal 0 = 0 points

## Subgroup Improvement

The intent of this metric is to see annual improvement in subgroup proficiency in AzMERIT ELA and Math. The following subgroups are evaluated by test subject (ELA, Math):

1. White
2. Hispanic
3. Native American/Alaskan Indian
4. Asian
5. African American
6. Pacific Islander
7. Two or More Races
8. English Learner
9. Special Education
10. Economically Disadvantaged

In order to be eligible, each subgroup must have a least 20 FAY students at the school level. If a school meets the n-size for all subgroups, they'd have 20 chances (10 subgroups times 2 subjects) to earn 6 points with each subgroup worth 2 points.

The formulas below are calculated for each subgroup and subject (ELA and Math). The same weighting system used in proficiency calculations is applied to these calculations.

**Subgroup Current Year Proficiency Percentage** = 100 * ((The number of current year FAY students in the subgroup that are partially proficient on AzMERIT or MSAA x .6) + (The number of current year FAY students in the subgroup that are proficient on AzMERIT or MSAA x 1.0) + (The number of current year FAY students in the subgroup that are highly proficient on AzMERIT or MSAA x 1.3)

_____

(Total current year FAY students in the subgroup who took the test)

**Subgroup Prior Year Proficiency Percentage** = 100 * ((The number of prior year FAY students in the subgroup that are partially proficient on AzMERIT or MSAA x .6) + (The number of prior year FAY students in the subgroup that are proficient on AzMERIT or MSAA x 1.0) + (The number of prior year FAY students in the subgroup that are highly proficient on AzMERIT or MSAA x 1.3)

_____

(Total prior year FAY students in the subgroup who took the test)

**Subgroup Improvement** = (Subgroup Current Year Proficiency Percentage - Subgroup Prior Year Proficiency Percentage)

The following details how points are earned. These points are incremental, such that a school can earn 2, 4, or 6 points.

**Subgroup Improvement Points (Up to 6 points; each subgroup and subject is worth 2 points)**

- Each subgroup and subject is evaluated separately
- If eligibility is met:
    - A school's subgroup current year proficiency percentage is greater than the school's subgroup prior year proficiency percentage = 2 points
    - A school's current year subgroup proficiency percentage is less than or equal to the school's subgroup prior year proficiency percentage = 0 points

## Special Education Inclusion

The intent of this metric is to reward schools that have greater than the state average (7%) of special education kids in general education classroom at least 80% of the day. This calculation includes grades K-8 students. To be eligible for these points, a school must meet the minimum n-size of 20 FAY students.

**School Level FAY Special Education Inclusion Percentage** = Number of FAY SPED students spending 80% or more of their day in the general education classroom

_____

(Total current year FAY enrollment)

**Special Education Inclusion Points (0 or 2 points)**

- Schools with 7% or more of their FAY population in special education and with students in special education spending 80%+ of their day in the general education classroom receive points

## Bonus Points

Schools with greater than or equal to 80% of the current year state average of FAY students enrolled in special education will earn 2 bonus points. This calculation includes grades K-8 students.

The following formulas are used for the calculations:

**School Level Current Year FAY Special Education Program Enrollment Percentage** = 100 * (The number of current year FAY students who are enrolled in a special education program)

_____

(Total current year FAY enrollment)

**Statewide Current Year FAY Special Education Program Enrollment Percentage** = 100 * (The number of current year FAY students who are enrolled in a special education program) / (Total current year FAY enrollment)

**80% of statewide percentage** = 80% * Statewide Current Year FAY Special Education Program Enrollment Percentage

**FAY Special Education Program Enrollment Bonus Points** = (School Level Current Year FAY Special Education Program Enrollment Percentage - 80% of statewide percentage)

**FAY Special Education Program Enrollment Bonus Points (0 or 2 points)**

- A school's current year FAY special education program enrollment percentage is greater than or equal to 80% of the statewide percentage = 2 points
- A school's current year FAY special education program enrollment percentage is less than 80% of the statewide percentage = 0 points

## Calculating Total Points

**Schools that meet the n-size for every indicator can earn up to 100 points:**

Letter grade = [(Percent Proficient x .30) + (Growth x .50) + (ELL Proficiency Points) + (ELL Growth Points) + (Acceleration/Readiness Points)] + Bonus Points

**Schools that meet the n-size for every indicator except for EL Proficiency and Growth can earn up to 90 points:**

Letter grade = [(Percent Proficient x .30) + (Growth x .50) + (Acceleration/Readiness Points)] + Bonus Points

**Schools that do not meet the n-size EL Proficiency and Growth and do not qualify for any acceleration/readiness indicators (i.e., do not meet the n-size of 20 FAY students or is not eligible) can earn up to 80 points:**

Letter grade = [(Percent Proficient x .30) + (Growth x .50)] + Bonus Points

**Schools without enough students to be eligible for 80 points will be not rated in FY17.**

## 9-12 Model

| Weight | Indicators |
|---|---|
| 30% | Proficiency, Statewide Assessment |
| 20% | Growth, Statewide Assessment |
| 10% | Proficiency and Growth, English Language Learners |
| 20% | Graduation Rate |
| 20% | College and Career Readiness |

The 9-12 model is based on a scale of 0-100 points for schools that have all available indicators; the scale is adjusted for those indicators that don't meet the n-size. All indicators must have a minimum of 20 FAY students to count. All indicators are capped at the total percent possible.

### Proficiency

Proficiency results are worth 30% of a 9-12 school's letter grade. The 2017 AzMERIT or MSAA ELA, Math and AIMS or AIMS A Science scores are utilized for grades 9-12 FAY students. Unlike the K-8 model, only 1-year FAY is utilized. If a student took the same assessment twice, the higher score is utilized. Both fall and spring assessments are utilized. Invalid test records count as not tested. Proficiency points are capped at 30. The achievement levels are weighted such that students scoring highly proficient earn the most points (see below).

| Achievement Level | Point Value |
|---|---|
| Minimally Proficient/Falls Far Below | 0 |
| Partially Proficient/ Approaches | 0.6 |
| Proficient/Meets | 1.0 |
| Highly Proficient/Exceeds | 1.3 |

The following formula is used for the proficiency calculations:

**Percent Proficient**

= 100 x (((No. of FAY students partially proficient on AzMERIT or MSAA ELA + No. of FAY students partially proficient AzMERIT or MSAA Math + No. of FAY students approaching AIMS or AIMS A Science) x .6) + (No. of FAY students proficient on AzMERIT or MSAA ELA + No. of FAY students proficient on AzMERIT or MSAA Math + No. of FAY students meeting on AIMS or AIMS A Science) x 1.0) + (No. of FAY students highly proficient on AzMERIT or MSAA ELA + No. of FAY students highly proficient on AzMERIT or MSAA Math + No. of FAY students exceeding on AIMS or AIMS A Science) x 1.3))

---

(No. of FAY students tested on AzMERIT or MSAA ELA + No. of FAY students tested on AzMERIT or MSAA Math + No. of FAY students tested on AIMS or AIMS A Science)

There is no 95% test requirement this year. It will be added into the models next year. ADE will report 95% tested along with final letter grades when they are posted in ADEConnect. 95% tested is more complicated at the high school level as students can take end of course assessments in any grade.

Thus, if a student tested on one ELA and one Math during high school they will count as tested. Given that we only have three years of AzMERIT data, percent tested may be skewed as students may not have needed to take an AzMERIT assessment in the last three years (e.g., students who already completed math coursework beyond Algebra 2 and Geometry prior to FY 15, etc.). The following steps are used this year to determine if a student counts as tested:

Step 1: Pull all FAY Grade 12 students from the current year.
Step 2: Pull AzMERIT assessment data for FY 15, FY 16, and FY 17.
Step 3: Merge the assessment data results to the list of seniors.
Step 4: Determine if the student took a Math or ELA assessment.

- If the student took any Math HS EOC (i.e., Algebra 1, 2, or Geometry) over the last three years of AzMERIT data then the student counts as tested in Math.
- If the student took any ELA HS EOC (i.e., ELA Grade 9, ELA Grade 10, or ELA Grade 11) over the last three years of AzMERIT data then the student counts as tested in ELA.

The below formula is used:

**Grades 9-12 Percent Tested** =

$$\frac{.50\,(\text{Number of current year FAY Grade 12 students tested at least once in ELA over the last three years} + \text{Number of current year FAY Grade 12 students tested at least once in Math over the last three years})}{(\text{Number of FAY Grade 12 students})}$$

## Growth Model

The same growth models used in K-8 are used in 9-12.Growth results are worth 20% of a 9-12 school's letter grade. Schools must have a minimum of 20 FAY students with an SGP and SGT in each subject, ELA and Math, to be eligible for growth points. Thus, SGP for ELA is worth 5%, SGP for Math is worth 5%, SGT for ELA is worth 5%, and SGT for Math is worth 5%. Math growth points (SGP + SGT) are capped at Í0 and ELA growth points (SGP + SGT) are capped at Í0, thus making growth points capped at 20. Both fall and spring assessments are utilized. For more details on the calculations, see pages 11-17.

## SGP

To receive an SGP in English Language Arts, a student has to take the test appropriate for the grade he is enrolled in. For example, a student in Grade 11 who took the ELA Grade 11 test will receive an SGP. For Mathematics, a student in high school has to take any of the high school math end-of-course tests in order to receive an SGP. Students who take the same test for two consecutive years are not assigned an SGP. SGP was modelled for the two most common math trajectories: Algebra I, Geometry, Algebra II and Algebra I, Algebra II, and Geometry.

Only the SGPs of FAY students comprise the school's growth score. A categorical evaluation of school growth is used to obtain the growth score of all students in a school. In order to do this, the SGPs of FAY students are classified into three levels ranging from low to high:

| |
|---|
| L= Low (SGP 1-33) |
| A= Average (SGP 34-66) |
| H= High (SGP 67-99) |

Then the percentage of students at the school level, using all grades, is calculated separately for each subject (English Language Arts and Mathematics) and for each of the categorical growth bands defined by the students' prior-year achievement level and current-year SGP growth level. The percentages are then weighted differently in the following ways:

| Current-Year Student Growth Percentile | | | |
|---|---|---|---|
| Prior-Year Achievement Level | Weights | | |
| Highly Proficient (HP) | 0 | 0.50 | 1.00 |
| Proficient (P) | 0 | 0.70 | 1.20 |
| Partially Proficient (PP) | 0 | 0.90 | 1.80 |
| Minimally Proficient (MP) | 0 | 1.00 | 2.00 |
| | 1-33 | 34-66 | 67-99 |
| | Low Growth | Average Growth | High Growth |

The formula for the overall score of a school for each subject is:

**The SGP score of a school for each subject** = ((Percentage of prior year MP students who are current year FAY and made high growth x 2.00) + (Percentage of prior year PP students who are current year FAY and made high growth x 1.80) + (Percentage of prior year P students who are current year FAY and made high growth x 1.20) + (Percentage of prior year HP students who are current year FAY and made high growth x 1.00) + (Percentage of prior year MP students who are current year FAY and made average growth x 1.00) + (Percentage of prior year PP students who are current year FAY and made average growth x 0.90) + (Percentage of prior year P students who are current year FAY and made average growth x 0.70) + (Percentage of prior year HP students who are current year FAY and made average growth x 0.50))

## SGT

In order to know if a student met his/her target, we must compare the student's actual growth (SGP) to the student's target (SGT). Three categories (see visual below) were created by comparing SGP to SGT as opposed to the two just noted to allow students more opportunities for growth points. Students who surpassed their target by more than 10 percentile points were categorized as "exceeds target." For example, if a student had an SGP of 70 and an SGT of 50 this student grew 20 percentile points more than was needed in the current year to be on track to proficiency. Students who within plus or minus 10 percentile points were categorized as "at or near target" (e.g., an SGP of 35 with an SGT of 45, an SGP of 35 with an SGT of 25, etc.). Students who were below their target by 10 or more percentile points were categorized as "below target" (e.g., an SGP of 50 with an SGT of 62).

| | |
|---|---|
| SGP is < SGT by more than 10 percentile points | Below Target |
| SGP is within + or – 10 percentile points of SGT | At or Near Target |
| SGP is > SGT by more than 10 percentile points | Exceeds Target |

To evaluate a school's status in keeping its students on track towards being proficient or highly proficient, the state utilizes only four of the six student growth targets outlined above, the SGT (or the sufficient growth) for minimally proficient students to be on track to proficiency, the SGT (or the sufficient growth) for partially proficient students to be on track to proficiency, the SGT (or the sufficient growth) for proficient students to be on track to remain proficient, the SGT (or the sufficient growth) for highly proficient students to be on track to remain proficient. The percentage of FAY students in each category is calculated at the school level across all grades but separately for each subject (English Language Arts and Mathematics). These percentages are weighted in the following ways:

| Current-Year Student Growth Target | | | |
|---|---|---|---|
| Prior-Year Achievement Level | Weights | | |
| Highly Proficient (HP) | 0 | 0.50 | 1.00 |
| Proficient (P) | 0 | 0.70 | 1.20 |
| Partially Proficient (PP) | 0 | 0.90 | 1.80 |
| Minimally Proficient (MP) | 0 | 1.00 | 2.00 |
| | <10 percentile points of target | +/- 10 percentile points of target | >10 percentile points of target |
| | Below Target | At or Near Target | Exceeds Target |

**The SGT score of a school for each subject** = ((Percentage of prior year MP students who are current year FAY and exceeded the target x 2.00) + (Percentage of prior year PP students who are current year FAY and exceeded the target x 1.80) + (Percentage of prior year P students who are current year FAY and exceeded the target x 1.20) + (Percentage of prior year HP students who are current year FAY and exceeded the target x 1.00) + (Percentage of prior year MP students who are current year FAY and are at or near the target x 1.00) +(Percentage of prior year PP students who are current year FAY and are at or near the target x 0.90) + (Percentage of prior year P students who are current year FAY and are at or near the target x 0.70) + (Percentage of prior year HP students who are current year FAY and are at or near the target x 0.50))

**Total Growth Points** = (SGP ELA x 5%) + (SGP Math x 5%) + (SGT ELA x 5%) + (SGT Math x 5%)
[ max 10 points ] + [ max 10 points ]

## EL Proficiency and Growth

English Learner proficiency and growth is worth 10% of a 9-12 school's letter grade. Schools must have a minimum of 20 FAY EL students to be eligible for the points. EL proficiency is worth 5% and EL growth is worth 5%. See pages 17-19 for details on EL proficiency and growth calculations.

## Graduation Rate

The graduation rate indicator is worth 20% of a 9-12 school's letter grade. Schools must have a minimum of 20 students in the 4-year cohort to be eligible for points. Graduation rate points include two measures each worth 10%: 1) a 4-, 5-, 6-, and 7-year calculation and 2) an improvement calculation.

4-, 5-, 6-, and 7-year calculation (10%)

The intent of the multiple year calculation is to hold schools accountable to multiple cohorts. The cohorts are weighted accordingly with the greatest emphasis on the 4-year cohort (see below). These points are capped at 10.

| Graduation Rate | Cohort | Weight |
|---|---|---|
| 4-year | 2016 | 5% |
| 5-year | 2015 | 4% |
| 6-year | 2014 | 2.5% |
| 7-year | 2013 | .05% |

The following formula displays the 4-, 5-, 6-, and 7-year graduation rate calculation:

4-, 5-, 6-, and 7-year Rate Points = ((Cohort 2016 4-year graduation rate x .05) + (Cohort 2015 5-year graduation rate x .04) + (Cohort 2014 6-year graduation rate x .025) + (Cohort 2013 7-year graduation rate x .005))

Improvement Calculation (10%)

The intent of the improvement calculation is for schools to increase their 4-year graduation rate compared to prior year or maintain a current year 4-year graduation rate of 90% or higher.

Improvement Rate Points = (Current Year 4-year graduation rate - Prior Year 4-year graduation rate)

Improvement Rate Points (0, 5, or 10 points)

- A school's current year 4-year graduation rate is greater than or equal to 90% = 10 points
- The difference between a school's current year 4-year graduation rate and prior year 4-year graduation rate is greater than 2 points = 10 points
- The difference between a school's current year 4-year graduation rate and prior year 4-year graduation rate is greater than or equal to -2 points and less than or equal to 2 points = 5 points

- The difference between a school's current year 4-year graduation rate and prior year 4-year graduation rate is less than -2 points = 0 points

**Graduation Rate Points** = 4-, 5-, 6-, and 7-year Rate Points + Improvement Rate Points

## College and Career Ready

The College and Career Ready indicator is worth 20% of a 9-12 school's letter grade. College and Career Ready points are self-reported through ADEConnect. Schools must have 20 students in the current year with a G or W7 to be eligible for these points. Schools can download the student level spreadsheet to assist with the calculations outlined below. Schools should look over each student's high school experience to determine how each student performed on the metrics outlined below. Schools will then submit their total points earned to ADE through ADEConnect. The total Earned Points will be scaled by the ADE Accountability Team to the 20% weighting adopted by SBE.

Scoring:

- A student who accumulates at least 1 indicator point will generate 7.5 CCR points
- A student who accumulates at least 2 indicator points will generate 15 CCR points
- A student who accumulates at least 1 indicator point of Red indicators and at least 1 indicator point of Blue indicators will generate 17 CCR points
- Schools that increase their prior year post-secondary and military enrollment percentage or have 85% enrollment earn one bonus point

## Bonus Points

Schools with greater than or equal to 80% of the current year state average of FAY students enrolled in special education will earn 2 bonus points.

The following formulas are used for the calculations:

**School Level Current Year FAY Special Education Program**
**Enrollment Percentage** = 100 * (The number of current year FAY students who are enrolled in a special education program)

_____

(Total current year FAY enrollment)

**Statewide Current Year FAY Special Education Program**
**Enrollment Percentage** = 100 * (The number of current year FAY students who are enrolled in a special education program)

_____

(Total current year FAY enrollment)

**80% of statewide percentage** = 80% * Statewide Current Year FAY Special Education Program Enrollment Percentage

**FAY Special Education Program Enrollment Bonus Points** = (School Level Current Year FAY Special Education Program Enrollment Percentage - 80% of statewide percentage)

**FAY Special Education Program Enrollment Bonus Points (0 or 2 points)**

- A school's current year FAY special education program enrollment percentage is greater than or equal to 80% of the statewide percentage = 2 points
- A school's current year FAY special education program enrollment percentage is less than 80% of the statewide percentage = 0 points

## Calculating Total Points

**Schools that meet the n-size for every indicator can earn up to 100 points:**

Letter grade = [(Percent Proficient x .30) + (Growth x .20) + (ELL Proficiency Points) + (ELL Growth Points) + (Graduation Rate Points) + (College and Career Ready Points)] + Bonus Points

**Schools that meet the n-size for every indicator except for EL Proficiency can earn up to 90 points:**

Letter grade = [(Percent Proficient x .30) + (Growth x .20) + (Graduation Rate Points) + (College and Career Ready Points)] + Bonus Points

**Schools that meet the n-size for every indicator except for EL Proficiency and College and Career Ready Points can earn up to 70 points:**

Letter grade = [(Percent Proficient x .30) + (Growth x .20) + (Graduation Rate Points)] + Bonus Points

**Schools that meet the n-size for every indicator except for EL Proficiency, College and Career Ready Points, and Graduation Rate can earn up to 50 points:**

Letter grade = [(Percent Proficient x .30) + (Growth x .20)] + Bonus Points

**Schools without enough students to be eligible for 50 points will be not rated in FY17.**

# Application for Appeal of A-F Letter Grade

Please email this completed form as an attachment and attach any supporting evidence to inbox@azsbe.az.gov with "A-F Appeal" in the subject line by 5:00pm on the last Friday of the embargo period.

Date: _____

Name of Person Submitting This Form: _____

Job Title: _____

Contact Email (Must Be Associated with School/Entity ID):

_____

Work Phone: _____

Alternate Phone: _____

Name of School: _____

School Entity ID (Not CTDS): _____

LEA Name: _____

2014 -2015 AzMERIT Scores:

- English Language Arts: _____
- Mathematics: _____

2015-2016 AzMERIT Scores:

- English Language Arts: _____
- Mathematics: _____

2016-2017 AzMERIT Scores:

- English Language Arts: _____
- Mathematics: _____

Type of Appeal – Please Choose One:

☐ NON EXPEDITED REVIEW ☐ EXPEDITED REVIEW

(Non-expedited review involves paper documents, and in-person presentation. Expedited review involves paper documents only)

Final Letter Grade Request – Please Identify: _____

Check the following mitigating factors as appropriate, which may be discussed more fully below:

☐ Environmental Issues or Events

☐ Adverse Testing Conditions

☐ School or Community Emergency

☐ School Tragedy

☐ Other: _____

Were the items above, which may be discussed more fully below?

☐ Unrelated to school/student performance

☐ Outside the school's control

☐ Timing reasonably related to student performance

☐ Substantial cause of overall school performance

Did the school take reasonable steps to minimize the situation's impact on assessment outcomes? Discuss more fully below.

☐ Yes

☐ No

☐ The opportunity did not exist for the school/LEA to minimize impact on students.

Please explain reasoning for appeal using NO personally identifiable student information (SAIS ID numbers only may be used). Please include longitudinal data related to school performance and longitudinal data related to student performance, documentation relevant to school improvement plan and/or any other official documentation in support of appeal if applicable and relevant.

_____

_____

# State Board of Education
# Policies and Process for Appealing A-F Letter Grades

1. Timing of submission: Appeals of final A-F letter grades must be submitted during the embargo period. Letter grades issued under appeal will designated as pending which will remain in place until the appeal is resolved. All appeals and supporting documentation must be submitted by 5:00pm on the last Friday of the embargo period to inbox@azsbe.az.gov

2. Notification of receipt: Applicants submitting an appeal will be notified via email from the Board within 72 hours of the application that all materials being successfully submitted. If an applicant does not receive notification, contact inbox@azsbe.az.gov and resubmit with a copy of a date-stamped email of the original submission.

3. Format of submission: Schools and LEAs seeking to appeal a letter grade must use the designated SBE Letter Grade Application form. Schools and LEAs may request either an expedited appeal (document review only) or a non-expedited appeal (document review and appearance before the Committee). Appearances before the Committee will be limited to fifteen minutes.

4. Supporting evidence: Supporting evidence for the appeal must be submitted with the application to be considered by the Committee. Supporting evidence may include, but is not limited to, benchmark assessment data showing an upward trend until the substantive event, a longitudinal demonstration of decreased instructional time due to attendance (ADM/ADA), media reports conferring the reason for appeal, or additional narrative from stakeholders.

    a. *Example A and Possible Evidence*

    At the beginning of the school year, the main road into town is washed out and must undergo months of repair, impacting transportation to and from school by about an hour each way; the school sees a significant decline in attendance rates as well as instructional time due to an added two hours of commuting time for many students. Prior year proficiency rates were significantly higher than the current year rates with no substantial changes in staffing or administration. The school also provides attendance data to support the decreased instructional time beyond their control.

    b. *Example B and Possible Evidence*

    A fatal car accident on the second morning of AzMERIT testing at an elementary school prohibited students from being dropped off on time to start testing. Students who witnessed the accident or the presence of emergency

responders requested counseling. Many tests were unfinished and not scored, which decreased test participation. While the school has earned a “B” in the past two years, it received a “C” and many of their younger students performed lower than expected. The school submits written and signed accounts of the incident by parents and teachers. The school also submits a police report verifying the date and time of the accident which impacted students’ performance on the day of testing. The school submits benchmark assessment data to indicate that these same students scored much better on district-wide standardized assessments prior to the incident.

5. Grounds for appeal: Grounds for appeal are limited to:

    a. Environmental Issues or Events
    b. Adverse Testing Conditions
    c. School or Community Emergency
    d. School Tragedy
    e. Other similar substantive events

6. Considerations by the Committee: The Committee will consider whether the grounds for appeal were:

    a. Unrelated to school/student performance
    b. Outside the school’s control
    c. Timing reasonably related to student performance
    d. Substantial cause of overall school performance

In addition, the Committee will consider whether the school took reasonable steps to minimize the impact of the event on assessment outcomes or if the opportunity did not exist for the school/LEA to minimize impact on students. The Committee will consider all submitted longitudinal school-level and student-level data if applicable and relevant.

7. Non substantive events: The Committee **will not** evaluate appeals based on conditions including, but not limited to:

    a. Opposition to accountability formulae (e.g. Growth should not be weighted as such; non-FAY students who pass AzMERIT should be counted, etc.).
    b. Demographic make-up of student population (e.g. School has an above average percentage of ELL students).
    c. Data within the control of the school/LEA at any point in time (e.g. Test records not corrected via Common Logon, ADE, or Pearson).
    d. Individual student characteristics (e.g. This student was often tardy or absent from his Math and Reading classes).
    e. Statistical computations

8. Incomplete applications: Incomplete applications will not be reviewed and will be denied without further review.

9. Public Records: All appeals submitted may be subject to public records requests.

10. Rubric: The same rubric will be used to evaluate all appeals.

11. The Committee will make recommendations to the Board based on its decisions.

ENTITY ID: _____ Date of Review: _____

# A-F SCHOOL ACCOUNTABILITY APPEALS COMMITTEE

DISCUSSION, FINDINGS, AND CONCLUSION
OF
A-F LETTER GRADE APPEAL

☐ NON EXPEDITED REVIEW ☐ EXPEDITED REVIEW

Pursuant to A.R.S. § 15-241(I)[i], the State Board of Education A-F School Accountability Appeals Committee (Committee) reviewed the appeal to modify the Arizona Department of Education's (ADE) determination of school performance letter grade. The Committee submits the following findings and conclusions.

I. The Committee reviewed the following documents[ii]:

1) Written narrative (required)
2) Longitudinal data related to school performance
3) Longitudinal data related to student performance
4) Official documentation in support of appeal
5) Documentation relevant to school improvement plan
6) Other:
_____

The Committee also considered the following:

1) Evidence of implementation of School Improvement Plan
2) Appellant testimony
3) Witness testimony on Appellant's behalf
4) Other: _____
5) None of the above. Reason: _____

Appellant-School claims of mitigating factors:
_____
_____
_____

A. Applicable Mitigating Factors and Circumstances
To determine whether a mitigating factor is present, the selected sub-category must be agreed upon by a majority of the Committee.

1) Environmental Issues or Events
2) Adverse Testing Conditions
3) School or Community Emergency
4) School Tragedy

5) Other: _____

B. Was this event:

1) Unrelated to school/student performance
2) Outside the school's control
3) Timing reasonably related to student performance
4) Substantial cause of overall school performance

C. Did the school take reasonable steps to minimize the situation's impact on assessment outcomes?

1) Yes
2) No
3) The opportunity did not exist for the school/LEA to minimize impact on students.

If yes, then what steps were taken?

_____
_____
_____
_____
_____
_____

II. Conclusion

A. Overall Performance Determination

The mitigating factor(s) outlined above:

1) Was/Were completely irrelevant to the school's originally assigned letter grade.
2) Slightly impacted performance but was/were not enough to impact the assigned letter grade.
3) Negatively impacted the school's overall performance causing a lower letter grade than would be otherwise anticipated.

B. Final Appeal Decision

1) Granted (additional explanation if provided):

_____
_____
_____

The Committee adopts one of the following courses of action:

Adjust the assigned A-F letter grade from ____ to ____.

Deny the request (additional explanation if provided):

_____
_____
_____

C. Conclusion: Roll-Call Vote

| **Committee Member** | **GRANT** | **DENY** |
|---|---|---|
| *State Board Member* | | |
| *State Board Member* | | |
| *State Board Member* | | |
| The Committee adopted the conclusion by a vote of ____ to ____. | | |

Additional Notes:

_____
_____
_____
_____

[i] A.R.S. § 15-241(I) states that "the state board of education shall establish an appeals process to allow a school or local education agency to appeal the school's or local education agency's final letter grade based on mitigating factors identified by the board."

[ii] Evidence under review should be attached to these findings in accordance with the Family Education Rights and Privacy Act. 20 U.S.C. § 1232g; 34 C.F.R. Part 99.